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ABSTRACT

During the summer of 1976, North Dakota's 10 migrant centers enrolled more than 2,500 migrant children, ranging from a few days to 18 years of age. All students were entered in the Migrant Student Record Transfer System. A basic remedial program emphasizing instruction in reading, language arts, and math with some time devoted to science and social studies was offered each morning. An enrichment program which included music, physical education, arts and crafts, home economics, and industrial arts was conducted during the afternoon. One center also offered a formal Spanish class. Most centers used self-contained classrooms during the morning. The enrichment program was entirely departmentalized. Materials which were readily adapted to individualized instruction were used in the basic subject areas. Where classes were too large, small-group instruction was used. A greater emphasis was placed on Spanish cultural awareness. A remedial-needs program was conducted for pupils with no English-speaking ability. Nurseries were provided for infants. Health services were provided along with breakfasts, lunches, suppers, and snacks. Instruction in nutrition, preventive medicine, the necessity for immunizations, proper dental care, and pre-natal care was also provided for other members of the family. (NQ)

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Summer Educational Program

For The Children Of Migrant Agricultural Workers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Happiness Is. . .

Happiness Is
Icy cold milk to drink with breakfast and lunch;
A warm shower with lots of soap that smells good;
And a cool quiet place to rest.

Happiness Is
Music and dancing and laughing;
Crayons and paints and paper and scissors and clay;
And games that help me learn to read and to count.

Happiness Is
A teacher who smiles with her eyes as well as her mouth;
A warm hand that doesn't pull away when I reach for it;
And a voice that is truly friendly and says, "I like you." Even at the end of the day.

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Summer Educational Program

For The Children

Of

Migrant Agricultural Workers

Published By The

STATE OF NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION
ESEA *P. L. 89-750*

M. F. PETERSON
State Superintendent of Public Instruction

WARREN BORCHERT
Coordinator Title I ESEA

M. J. PETERSON
Coordinator Migrant Programs

BISMARCK, NORTH DAKOTA
1976

DEDICATION

This 1976 North Dakota Migrant Brochure
Is Dedicated To

The Migrant Children Who Attended Our Schools
The Parents Of Those Children
Staff Members On The Local And State Level
Personnel Of The Migrant Programs Section Of The USOE
The State Migrant Advisory Committee
School Boards Who Made Their Facilities Available
And To
Our Chief State School Officer
The Honorable M. F. Peterson
An Ardent Supporter Of Migrant Education.

Seventh Annual North Dakota Migrant Workshop
Providing Instruction

To Meet The Needs Of Staff Members In Migrant Centers

WARREN BORCHERT
Coordinator, Title IESEA

"The Seventh Annual North Dakota Migrant Workshop Will Now Be In Session."

M. J. PETERSON
Coordinator, Migrant Programs

DONALD L. CHRISTIANSON
Superintendent, Hillsboro Public Schools

NORTH DAKOTA'S STATE SPONSORED WORKSHOP was held at Hillsboro on June 1. M. J. Peterson called the event to order. The Colors were presented by the National Guard of Hillsboro. Arthur Morlock pronounced the Invocation. Superintendent Christianson extended the Welcome.

Guest speakers and their addresses included:

The Honorable Wayne G. Sanstead, Lieutenant Governor of North Dakota, "Simple Justice."

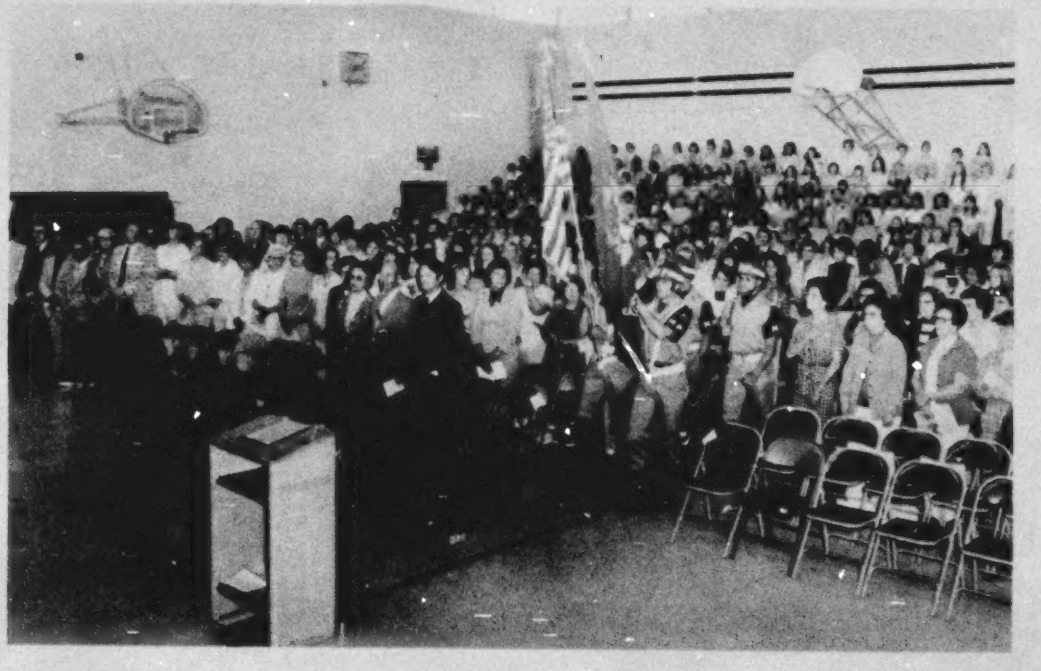
James E. Merrill, Director Lutheran Social Services, "Who Stepped On This Butterfly?"

Dr. Donald J. Leu, San Jose State University, "The Migrant Educational Leader As A Change Agent."

The afternoon program opened with an inspiring address by Dr. Leu to all instructors and their aides. He particularly spoke of effective teaching techniques for the instruction of migrant children.

Various sectionals convened during the remainder of the afternoon. These were designed to meet the needs of all employees in the migrant program.

Sectional presenters included staff members from our own migrant Centers. However, some of them were secured from other sources. Instruction and demonstrations were all focused on the improvement of teaching techniques for the migrant child.



Presentation Of The Colors

The "Colors" were presented by Detachment 1, 191st. M. P. Company Guard, Hillsboro.

THE HONORABLE WAYNE G. SANSTEAD
Lieutenant Governor

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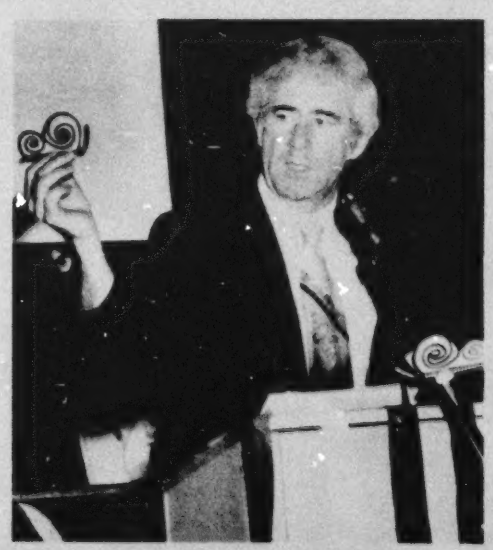

JAMES E. MERRILL
Lutheran Services, North Dakota

DR. DONALD J. LEU
San Jose State University

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State Workshop - Sectionals

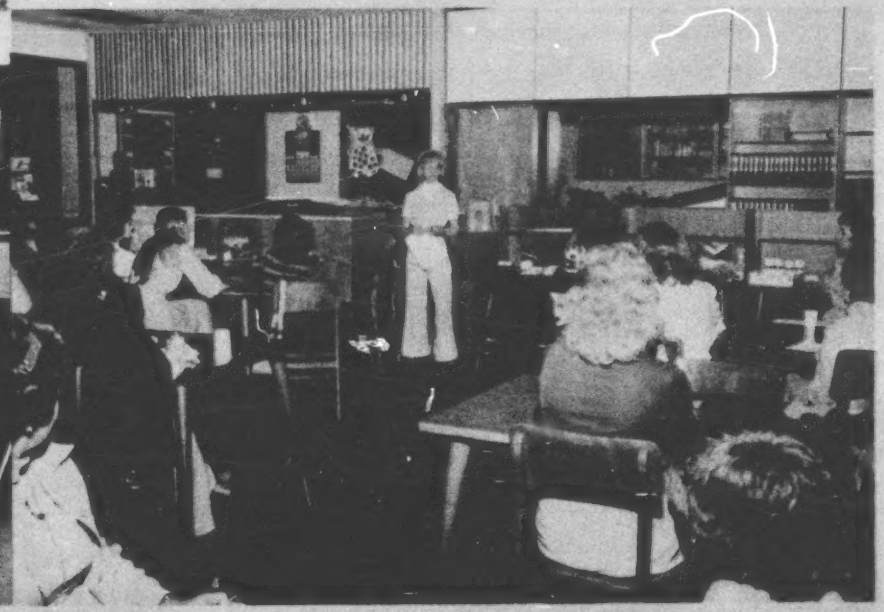
Nurses and day care personnel observe demonstrations.

Sectionals comprise the real core of the State Workshop. It is here that staff members exchange ideas and also acquire new ideas for the improvement of their skills in various areas of the migrant program.

Two or more presenters were in charge of each sectional. These individuals were selected on the basis of their strengths in their respective areas.

Sectionals were planned in such a manner that they would meet the needs of every staff member. The twelve included Day Care and Health Personnel, Pre-School, Grades One and Two, Grades Three and Four, Grades Five and Six, Music, Art, Physical Education, Homemaking, Industrial Arts, Food Service, and Directors and Secretaries. Aides accompanied the staff members to whom they were assigned.

Pre-school presenters discuss early childhood interests.



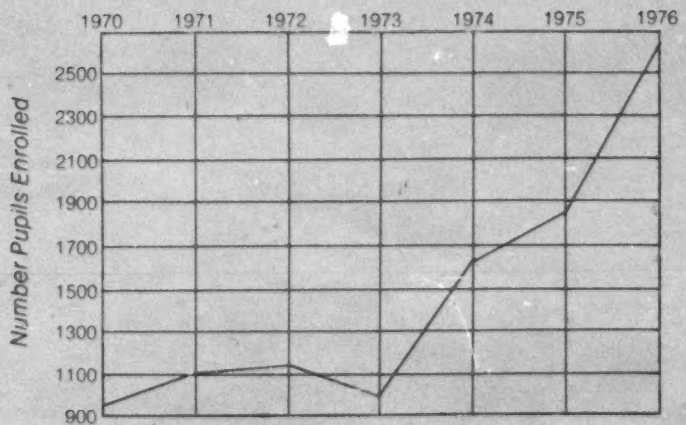
Lower grade teachers discuss the teaching of reading.

Registration Of Pupils In Local Centers

NORTH DAKOTA MIGRANT SCHOOLS enrolled more than 2,500 pupils during the summer of 1976. These ranged in age from a few days to eighteen years of age.

The first day of school is a busy one for school secretaries who enroll all the pupils. Some of them have been previously recruited, but many parents bring their children to the Centers.

All pupils who enroll in our schools are entered in the Migrant Student Record Transfer System.



Growth of Migrant Schools

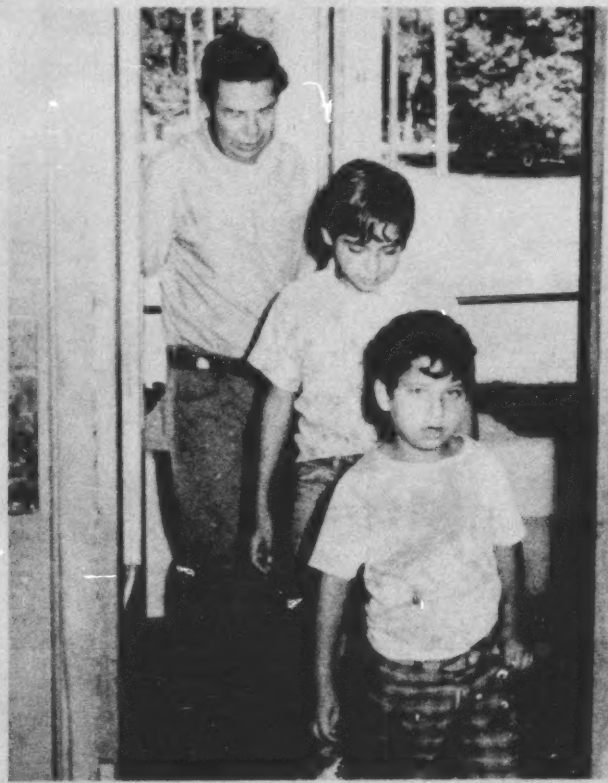
pp 6-7 deleted. all photos

Staff Members Must Exemplify A Kindly And Sympathetic Attitude During Process Of Registration

PARENTS APPRECIATE THE NURSERIES that are an important component of our migrant Centers. These provide exceptionally efficient care of infants, and in this manner make it possible for mothers to work in the fields.

North Dakota migrant Centers varied considerably in size. Our smallest Center enrolled less than 90 pupils, whereas our largest enrolled over 400. These figures apply only to pupils enrolled and attending.

Warm welcome wins confidence and love of children.



Many parents bring children to school for registraton.

Parents desire benefits of early training for their child.

North Dakota's Summer Educational Program For Migrant Children

Migrant Education Program - 1976

An interesting and successful educational program was again conducted by the ten migrant Centers of North Dakota this summer. A basic remedial program emphasizing instruction in the areas of reading, language arts, and math with some time devoted to science, and social studies was offered during the morning hours of each day. An enrichment program of co-curricular offerings including music, physical education, arts and crafts, home economics, and shop was conducted during the afternoons. One Center also offered a formal class in Spanish. This was included with the afternoon classes.

Self-contained classrooms were the organizational pattern used by most Centers during the morning sessions. One Center used a semi-departmentalized approach in the areas of reading and math. Another Center used a modified Joplin Plan in the teaching of reading and math. In all Centers, the co-curricular programs were entirely departmentalized.

Materials used for instruction in the basic subject areas were largely those which adapt themselves readily to individualized instruction. Most of the instructors made a genuine attempt to incorporate this mode of instruction in their classes. Where classes were too large, individualized instruction was frequently replaced by small-group instruction.

A math assessment test devised by North Dakota's Department of Public Instruction was administered to the pupils at the sixth grade level. A total of 134 pupils were given the pre-tests while 117 pupils took the post-test. Since no one was asked to place his name on the test paper, no individual scores will be available. However, it is hoped that group gains or losses by individual Centers may be determined. Teacher reactions to the test were varied with most of them feeling that many of the test items were beyond the level of most of the pupils.

A greater emphasis was placed on Spanish cultural awareness in most Centers. This was accomplished through bulletin board displays and planned lessons such as the study of selected Spanish heroes.

One Center operated a remedial-needs program. Pupils with no English-speaking ability were placed in this classroom and given basic instruction of the English language.

The pre-school teachers and supervisors again placed strong emphasis on basic educational activities in their classrooms. Much progress has been made in this area during the past three years. Teachers report a great carry-over of skills from year to year.

In evaluating the educational program of the ten migrant Centers during the past seven weeks, I felt completely satisfied that the basic educational needs of the children being served had been met. In addition, the afternoon programs exposed the children to a variety of courses designed to allow pupils to develop individual talents to a high degree of proficiency. The challenges provided and the interest stimulated by the educational programs of the migrant Centers of North Dakota are not easily equalled by other educational programs anywhere.

Jerome Suda,
Educational Coordinator

The Educational Program For Migrant Children

Pre School Nursery Division

The morning bath period must be a happy time.

A Typical Day For Infants

Each morning the children are put aboard a bus and taken to their school. An aide is always present to assist with the care of the youngsters.

The school day begins at eight o'clock with baths for all the children. Then comes a change of clothes followed by breakfast. Vitamins and medication - if necessary - are provided at this time.

After breakfast comes the nap period. When the youngsters awaken, the morning lunch is served. This is followed by a period of supervised play.

At 11:30 the infants are given their dinner. This is followed by nap time, afternoon lunch, and a second period of supervised play. At about four o'clock the children receive their supper and are then changed into their own clothes, bottles are filled, and they are readied for the bus ride home.

Nursery children can be taught simple rhythm.

Teachers and aides always assist children in eating.

The Nursery Must Be An Area Of Varied But Constant Activity.

Infants are bathed immediately upon arrival.

Children who live with acceptance find love in the world.

A low pupil-teacher ratio is essential in nursery.

Children learn one of life's great lessons — sociability.

The Educational Program For Pre-School Children

Toddler Division

INSTRUCTION ON THE TODDLER DIVISION is characterized by a bilingual setting of Spanish and English. The instructors and aides place the principal emphasis on the development of language skills. Every effort is made to induce the children to converse freely with one another and with all staff members.

Toddlers enjoy finger plays, marching, and singing songs. Activities are planned according to the ages of the children.

Simple games may be utilized to develop mental alertness.

Possessing his own cot develops concept of self-respect.

Youngsters learn word-color perception by use of word charts.

Education Of Toddlers Requires Wide Range Of Daily Activities.

Bilingual aide gives toddlers a feeling of security.

Stimulation of children provides enthusiasm for class work.

Instructor employs law of association in teaching new words.

Toddlers develop coordination by catching bubbles.

pp 14-15 deleted. All photos

Pre-School Kindergarten Program Involves Wide Variety Of Educational Experiences.

All the children's work is displayed which helps to make a cheerful bright atmosphere. Their work is sent home at the end of the term. Our room has a wide assortment of toys with which we play in the mornings while we wait for all buses to arrive.

We spend our afternoon in co-curricular classes. These include physical education, music, and art.

Film strips which relate to the curriculum are frequently shown.

From - Midway's First Edition
July 15, 1976

The morning is started off with a good breakfast. Following breakfast the children brush their teeth and then go to their room for classwork. They work on colors, numbers, shapes, plus many other concepts in Spanish and English. After completing their lessons, the children go outside and play for a few minutes. They then come back into their room and have rhythms, finger plays, puzzles, and other learning devices. By this time we are ready to clean up the room, put down the cots, and go for dinner after which each child has a nap.

Effective Teaching Utilizes The Experiences Of The Children.

Kindergarten pupils make cookies and Kool Aid for snack.

Many and varied experiences contribute to learning process.

Instruction is based upon a bilingual setting.

Class project requires learning of units of measurement.

Academic Program For Migrant Children

Elementary Level

The elementary education program is really the core of our program. It is supplementary in nature; it aims to provide migrant children with instruction over and above that made available in the sending states.

Our elementary academic program varies somewhat in the different Centers. In some, the curriculum is organized on a departmentalized basis; in others, it conforms with the traditional teacher-per-grade plan.

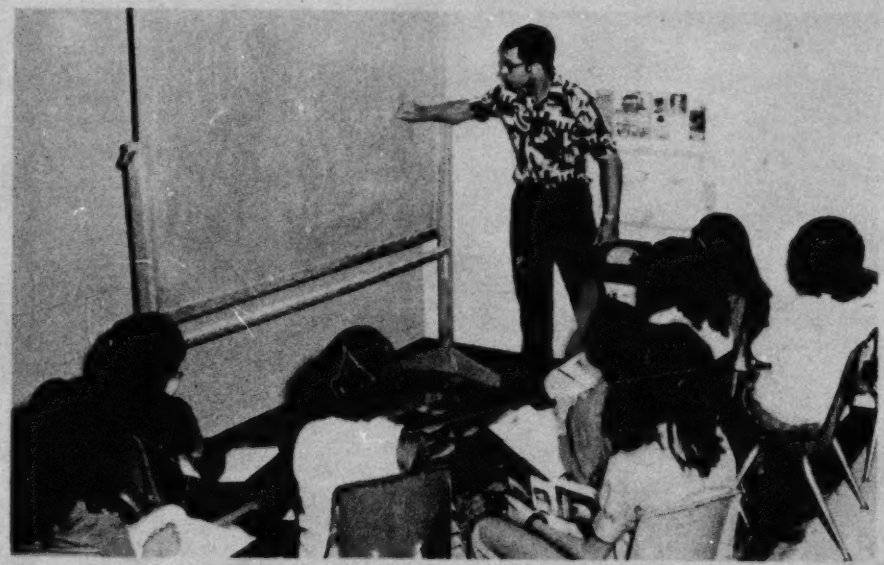
The areas of instruction include the language arts, reading, science, math, social studies, music, home economics, industrial arts, arts and crafts, and physical education.

The typical migrant child experiences many educational difficulties. His many moves from state to state create problems of a severe nature. None of these tend to a continuity in the educational process. Few migrant youth attain even minimal goals for high school graduation.

Small Groups Characterize Migrant Classes.

The great educational weakness of the migrant children is his lack of skill in English oriented communication. This manifests itself in other phases of the educational process, and he too frequently develops a dislike for school; it becomes a place that he really does not enjoy.

The educational program in North Dakota puts forth every effort to become the help-mate of the migrant child. Our first objective is to develop in him a desire to learn and a liking for school. His assignments are never so difficult that he becomes discouraged. Rather, our schools aim to continue his learning process from that point at which he is able to proceed efficiently.



Reading and math are the corner-stones of the migrant program.

Instructor uses puppetry to add zest to reading class.

Children are proud of their Latin-American heritage.

Curriculum Geared To Meet Needs Of Pupils

MOST OF THE MIGRANT CHILDREN who come to North Dakota speak quite fluent English by the time they reach the second or third grades. However, in recent years we have observed an increasing number of youngsters of whom this is not true. Many of these children have not attended any school in the States. For these young folks we conduct classes that aim at teaching the English language.

The corner-stones of our educational program are reading and math. Instruction in both areas aims to supplement that which the child has mastered in previous schools.

Teachers and aides work closely together in the educational process. The teacher presents the lesson; aides assist children who fail to fully understand the content.

Efficient Instruction Requires Concentration Of Pupils

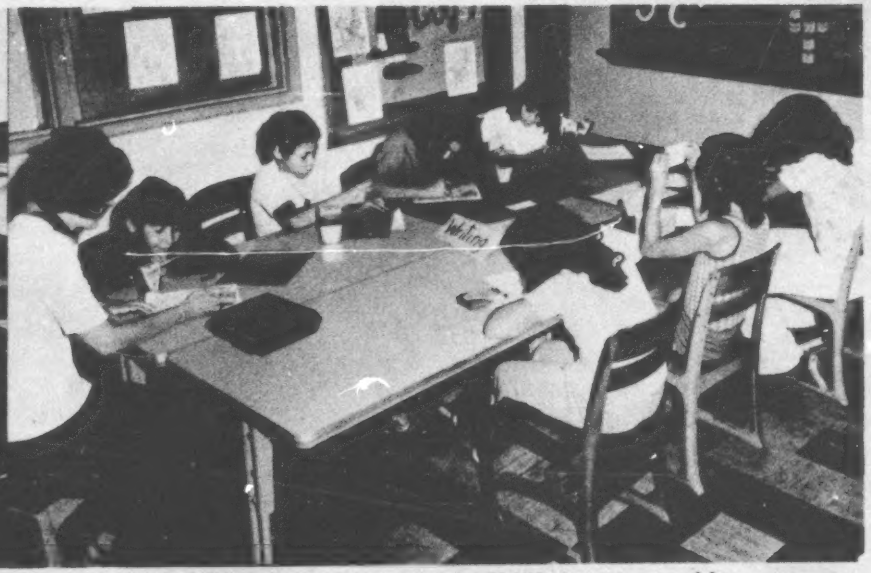
NORTH DAKOTA EDUCATIONAL PROGRAMS utilize the assistance of capable individuals in all areas. While this is particularly true of the pre-school program, it also applies to other areas. Student teachers from our State Colleges or Universities frequently volunteer to teach classes or to assist the regular instructors.

PHYSICAL FACILITIES for the migrant program in North Dakota are superb. All of our migrant schools utilize the regular public school classrooms and much of their equipment.

SUCCESSFUL TEACHING requires that teachers win the respect and admiration of their pupils. This can be accomplished only when the instructors convince their pupils that they have a genuine interest in their lives.

Fundamentals Of Learning May Be Taught Objectively.

Pupils develop skills in communication through television.



Migrant teachers encourage legibility in penmanship.

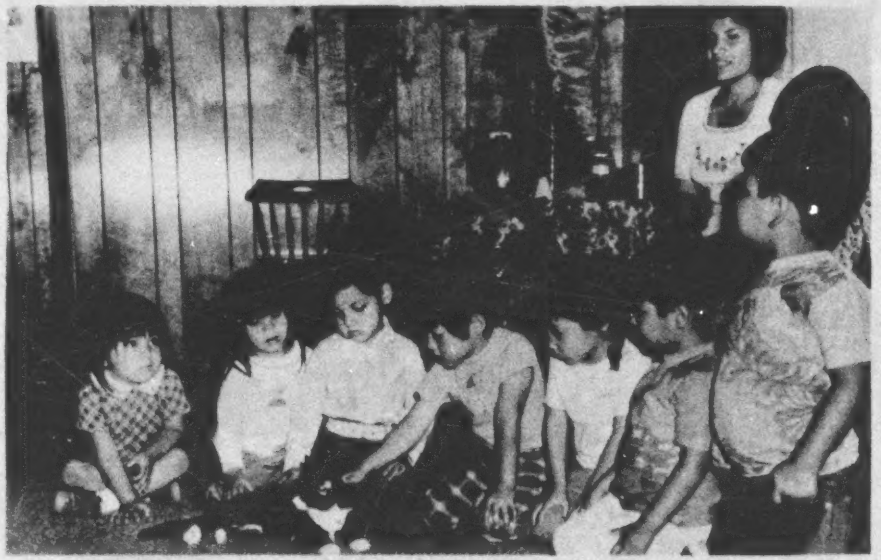
Open area classrooms lend themselves to small study groups.

Class projects may provide basis for practical math.

Field Trips Prove To Be Profitable Learning Experiences

FIELD TRIPS are an integral part of the curriculum in migrant schools. Pupils visit parks and recreational areas, banks, stores, post offices, fire stations, libraries, radio and TV stations, dramatic productions, fairs and carnivals, circuses, clinics of veterinarians, and other places of interest and value.

Many of our migrant children appear to have the erroneous idea that their only future is to follow the stream and earn a livelihood in the same manner their parents have earned theirs for untold years. Field trips open new vistas to them — they actually see that there are other opportunities that may provide a better future for them.



Youngsters observe the functioning of an anesthetic.

Field trips provide experiences that are long remembered.

Dramatics provide entertainment and teach language skills.

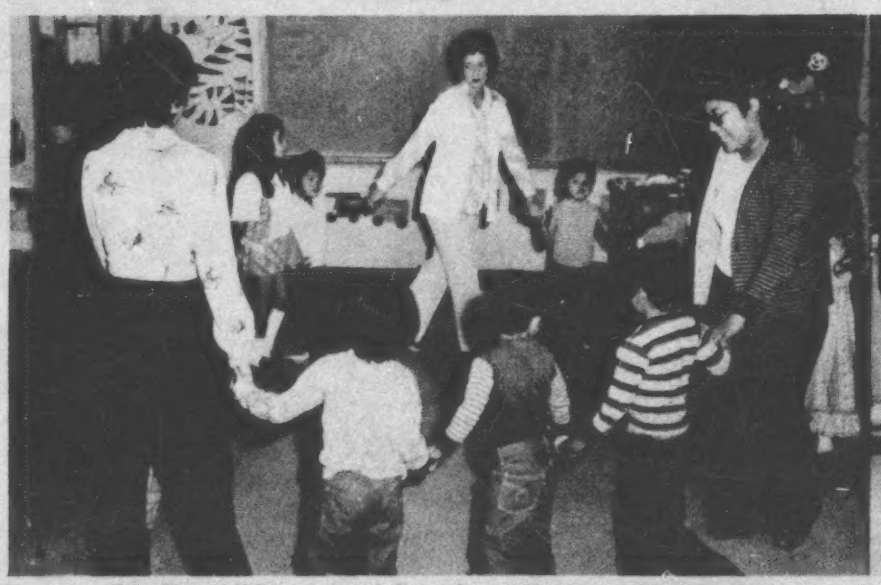
Academic Program For Migrant Children — Co-Curricular Courses

Music characterized by a regular beat develops rhythm.

Music - The Universal Language

COURSES IN MUSIC include both vocal and instrumental music. Migrant children are very rhythmic and excel in both areas. Although they sing with real enthusiasm, they also enjoy such instruments as tonettes, flutes, and ukuleles. The children especially enjoy rhythmic activities and finger plays sung in Spanish.

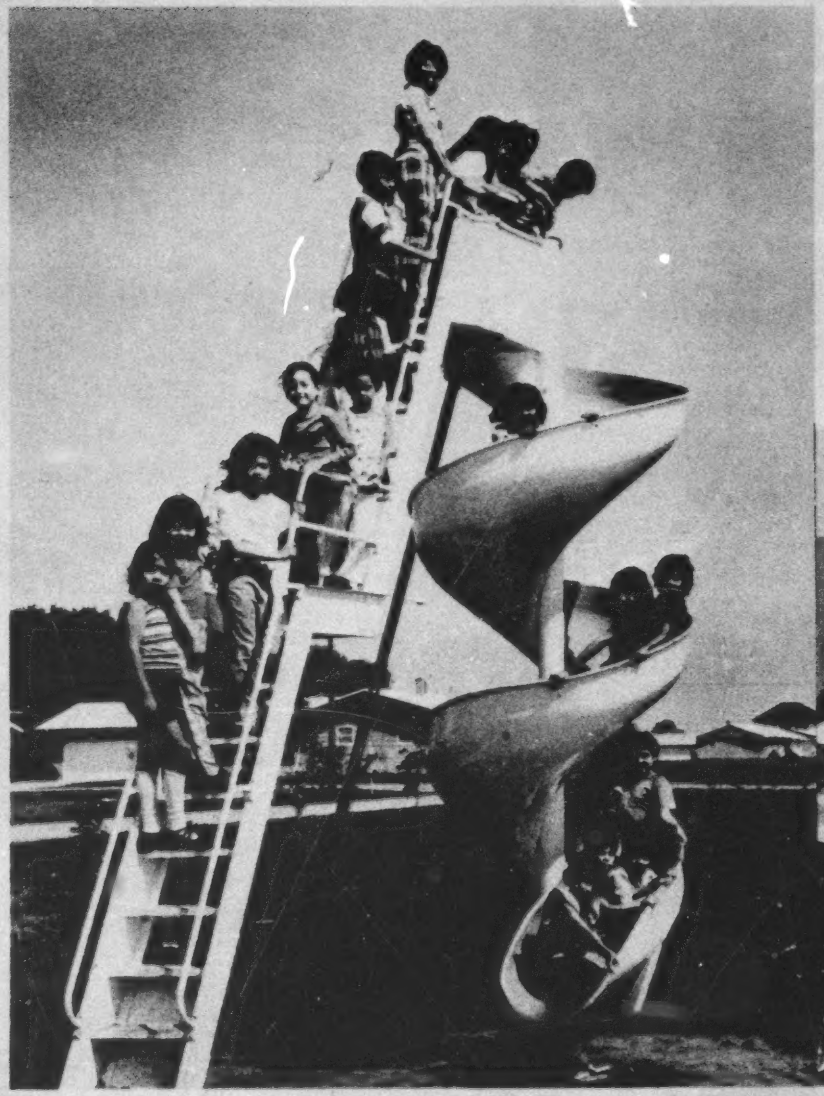
MUSIC INSTRUCTION for the upper elementary grades includes the learning of the different notes and rests. Identification of the staff, treble, and bass clefs as well as the various dynamic levels was another area of the music curriculum. With this kind of background, most pupils were able to read music quite readily.



Smaller children especially enjoy action songs in Spanish.

All children, regardless of background, can respond to music.

To Teach Children Is To Provide Something For The Body, Something For The Mind, And Something For The Soul.

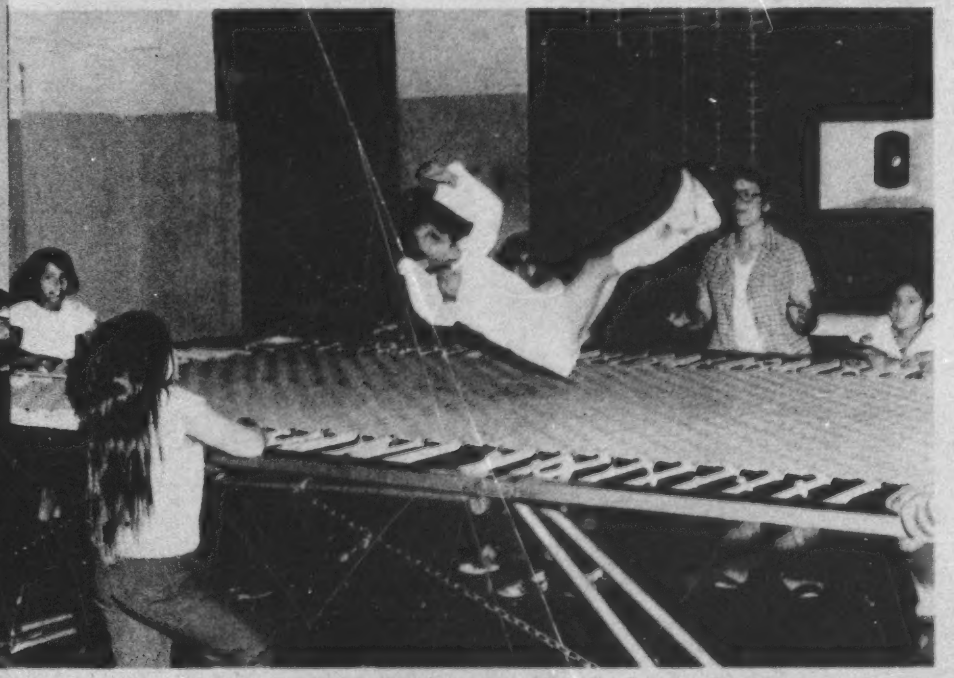


Spiral slide fascinates pupils.

Physical Education Meets The Needs Of The Body.

MIGRANT CHILDREN — boys and girls — especially enjoy classes in physical education. Competitive games and swimming classes are especially enjoyed. Although all Centers do not have a swimming pool of their own, arrangements were made to transport the pupils to a nearby facility.

Migrant classes in physical education utilized the gyms, playgrounds, and equipment of the public schools in which they were located. These included splendid pieces of equipment as shown herein.



Trampoline provides exercises requiring body coordination.

Physical Education Develops Motor Skills And Coordination.

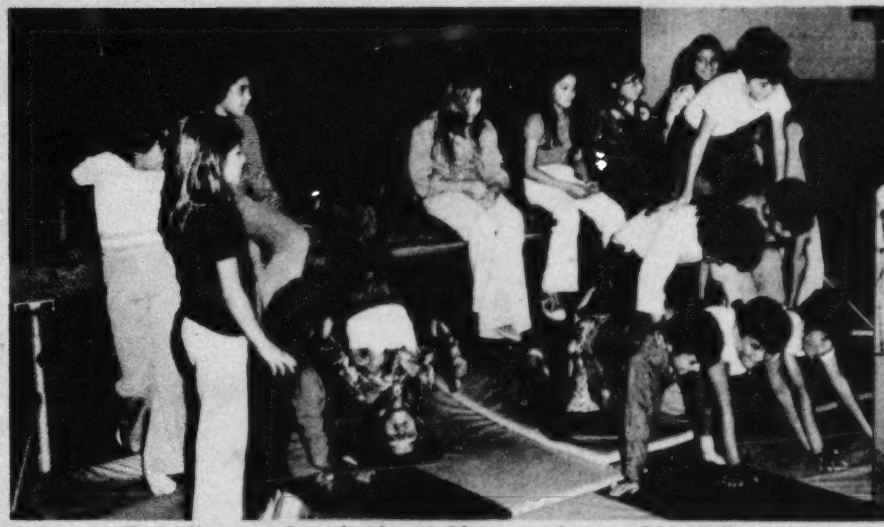
PUPILS MINGLE FREELY WITH ONE ANOTHER AND WITH INSTRUCTOR during physical education classes. A relaxed atmosphere prevails. An effort is always made to make each child feel that he is important.

VOLLEY BALL required a high degree of coordination and timing. The game can be played either indoors or outside.

Physical Education Is Movement Education.

SWIMMING POOLS fascinate migrant youngsters. They really look forward to swimming day. Instructors endeavor to teach all children the art of swimming at an early age.

Physical Education Classes Involve Both Early Childhood And Elementary Level Groups.



Tumbling, work on horizontal bars, and pyramid building characterize classes.

Tether ball requires accurate timing and coordination.

Twister game develops concept of balance and equilibrium.

Youngsters learn first lessons in swimming in wading pool.

Art Is The Medium Through Which A Child Expresses His Personal Sentiments.

ALL LEVELS OF INSTRUCTION WERE INVOLVED in the art classes. The pupils made a tremendous variety of fascinating and appealing items. They utilized the common mediums of finger-paints, chalk, crayons, water colors, and tempera paints.

MOLDS were used to produce various forms. These were then decorated to please the imagination of the child. Art classes do provide pupils with a working knowledge of various art mediums and the construction of many forms.

YARN is utilized in outlining various pictures on a cloth background. Exercises of this kind provide a knowledge of color combinations. Upon completion these are often framed and hung as wall decorations.

Artistic Creations Enhance The Visual Perception Of Children.

Art provides children with opportunity for free expression.

Art must be flexible to meet needs of pupils of all ages.

Pinatas for fiestas show artistic abilities of pupils.

Creative art designs add color and personality to classrooms.

Courses In Industrial Arts And Crafts Develop Manual Dexterity And Provide Interest In The Learning Process.

COURSES IN THIS AREA used the regular departments ultilized by the public schools during the school year. Superb equipment prevails in many of these.

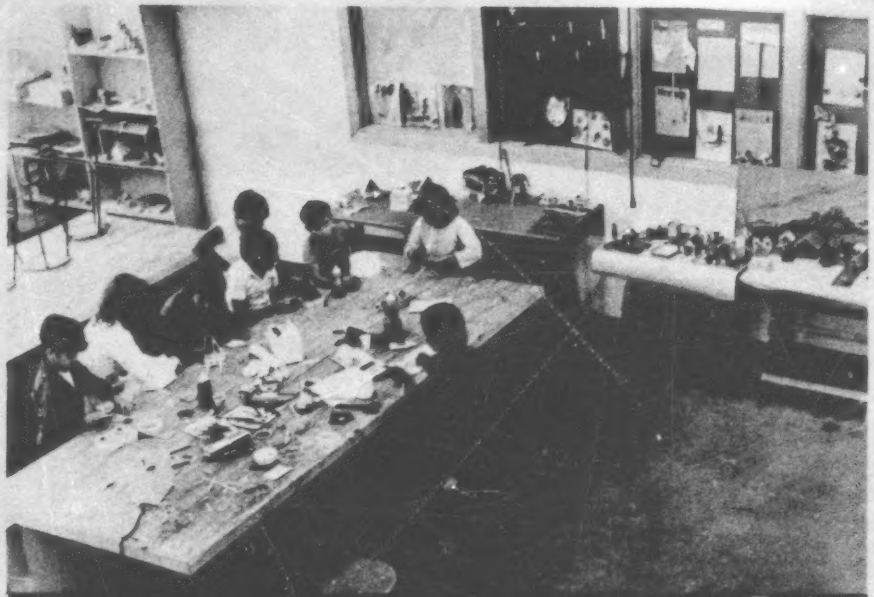
For the first few weeks of the course the boys were not permitted to use the larger pieces of equipment. When the instructor felt that a pupil had progressed to a point where he could safely use the larger pieces, he permitted him to do so.

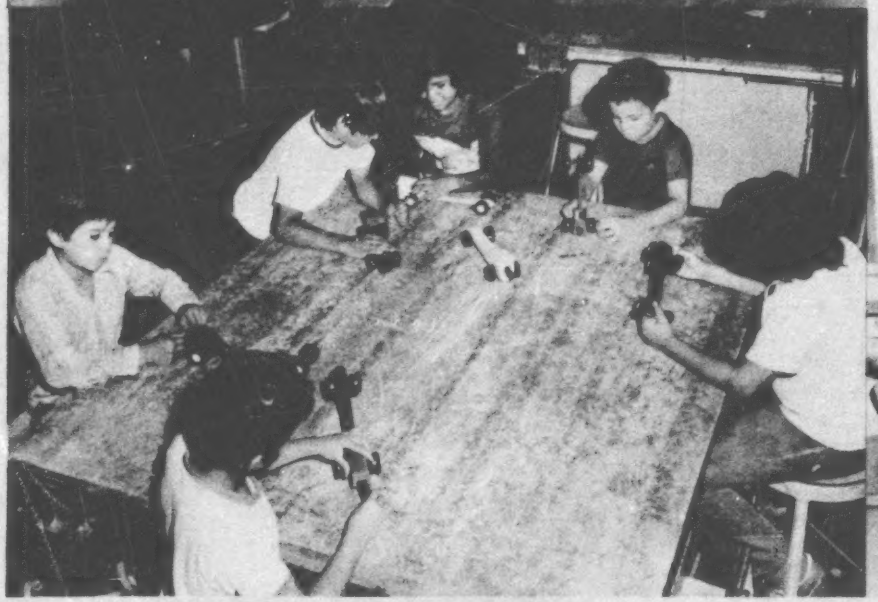
No charge was made for any supplies. The boys were permitted to take all completed projects to their homes.

INDUSTRIAL ARTS and crafts appeal to pupils since they provide meaningful interest and learning in situations other than the formal academic classroom. It is also possible in this area to observe the finished product; it is concrete, rather than abstract.

Courses in this area provide many a pupil with an opportunity to develop an air of self-confidence and pride in his work. Learning to use many different kinds of tools is a meaningful learning process in the lives of most individuals.

Courses In Arts And Crafts Cover A Wide Range Of Content.

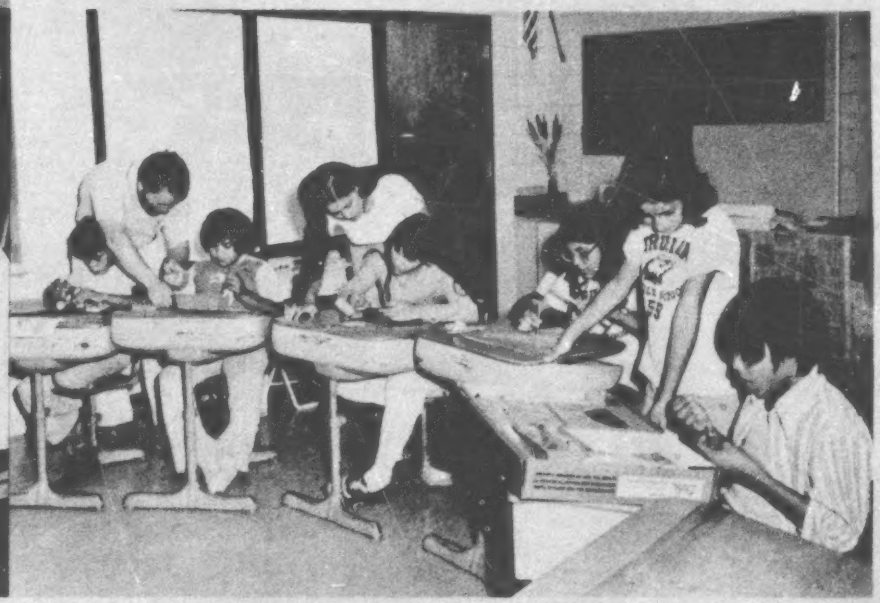




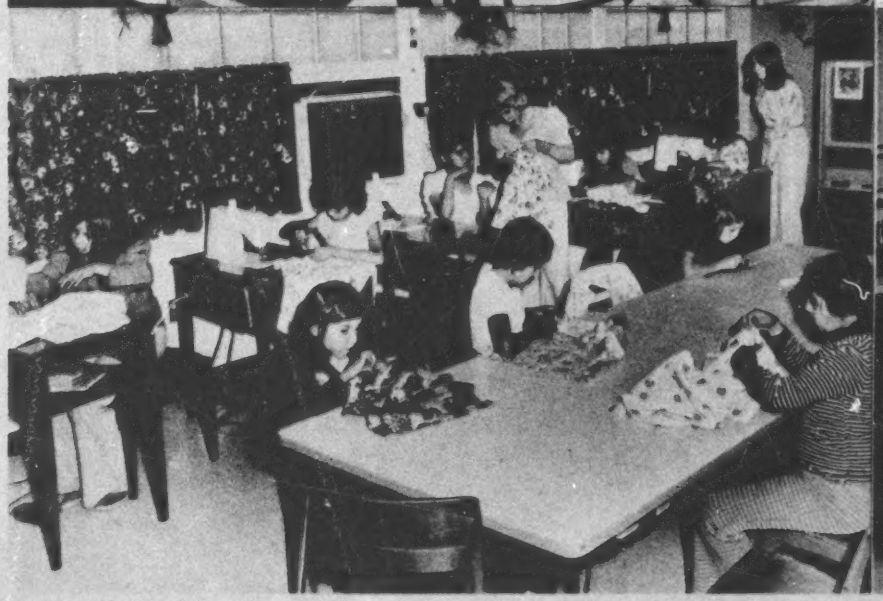
ARTS AND CRAFTS COVER A WIDE RANGE OF VARIED ACTIVITY. Farm scenes from North Dakota appeal to migrant children. Buildings may be constructed from tooth picks and lollipop sticks. These structures may then be painted in various colors to conform with those commonly used on farm buildings.

RACING CARS intrigue boys. Each lad made his own car which in the beginning stages was but a piece of rough wood. The cars were painted in various colors as chosen by the pupil. Cars were judged on the basis of speed and beauty of design.

LEATHER WORK appeals to both boys and girls. Pupils completed a variety of items, including belts, purses, key chains, coasters, and many other articles. Four-strand braiding of various colors was used for a wide range of completed products.



Homemaking Prepares Girls For Home Management.



CLASSES IN HOMEMAKING INVOLVED BOTH SEWING AND COOKING. In some of the Centers, the boys and the girls were included in the cooking classes.

Sewing

The younger girls are taught simple lessons of sewing. These included the threading of needles, the tying of knots, and the selection of proper materials for their projects.

The older girls used patterns for their garments. These were laid out on the materials before any cutting took place. The girls always basted garments together and tried them for proper fit before the seams were stitched on the machines.

Cooking

The emphasis in cooking was on simple snacks that the pupils could make at home to improve the nutritional value of a family meal. Older girls also received training in the preparation of those items in which migrant children delight.

Homemaking Teaches Pupils To Become Efficient Purchasers.

Migrant children are taught to use sewing machines.

Pupils learn to use recipes and make proper measurements.

Beginners are taught basic essentials of sewing.

Young migrant girls engage in a variety of projects.

North Dakota's Summer Health Program For Migrant Children

Migrant Health Program - 1976.

During the past summer, I have visited each of our ten migrant schools weekly. It has been our objective to provide excellent health services for the migrant children.

Migrant schools provide breakfasts, lunches, suppers, and snacks. These are all very nutritional; the three meals meet the requirements of a Type A meal as defined by the U.S.D.A. The cooks have been most cooperative and have endeavored to serve meals that please the children.

As Health Coordinator, I have endeavored to serve as a liasion individual between the nurses and the Directors. Together we have succeeded in achieving the health goals sought at the beginning of the Project.

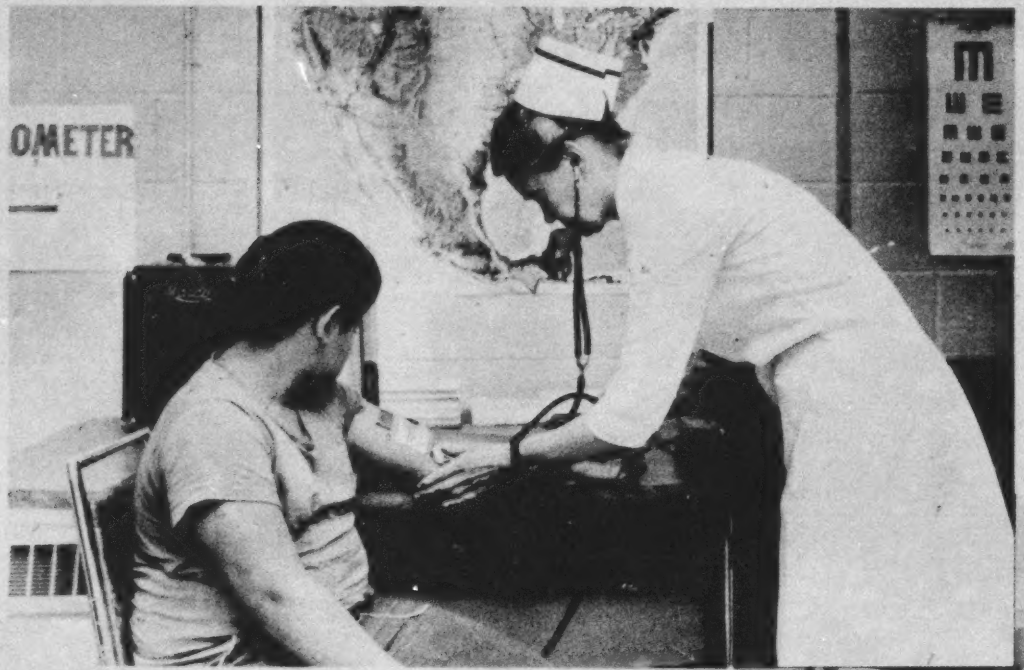
Although the focus of our program has been the health of the children, we have also tried to provide benefits for other members of the family. These included instruction in nutrition, preventive medicine, the necessity for immunizations, proper dental care, and also pre-natal care. We have often felt the need for more parental involvement which would stress the importance of making the parents aware of the significance of our health programs for all members of the family. We will continue to emphasize this phase of our program.

Perhaps our greatest need is a better understanding of the Migrant Student Record Transfer System and the benefits that could accrue from a more complete utilization of that system. Health personnel will continue to provide the input into the health records of our children that will enable other migrant schools to more effectively meet the health needs of their children.

Each year finds new nurses in some of our schools. With them come new challenges. Not all of our health goals have been attained, but by functioning as a team much progress has been made. It is my sincere conviction that health care is an imperative phase of the migrant program, and that the services of a Health Coordinator are essential in "putting and keeping it all together."

DARLENE STRAND, RN
Health Coordinator

Health Program Ministers To Physical Needs Of Children



OUR HEALTH SERVICES are built around the functions of our local nurses with speedy diagnostic treatment and educative programs to cope with the transient nature of our migrant children.

Migrant children were all examined and treated as conditions warranted. This involved our own nursing staffs, community doctors, dentists, and optometrists. Some were also referred to specialists.

Assets Of School Nurses

They know and carry-out the health program for migrant children.

They have ready access to the medical personnel in the community.

They are familiar with the health agencies in the area and in the State.

They can be relied upon to handle emergencies in a professional manner.

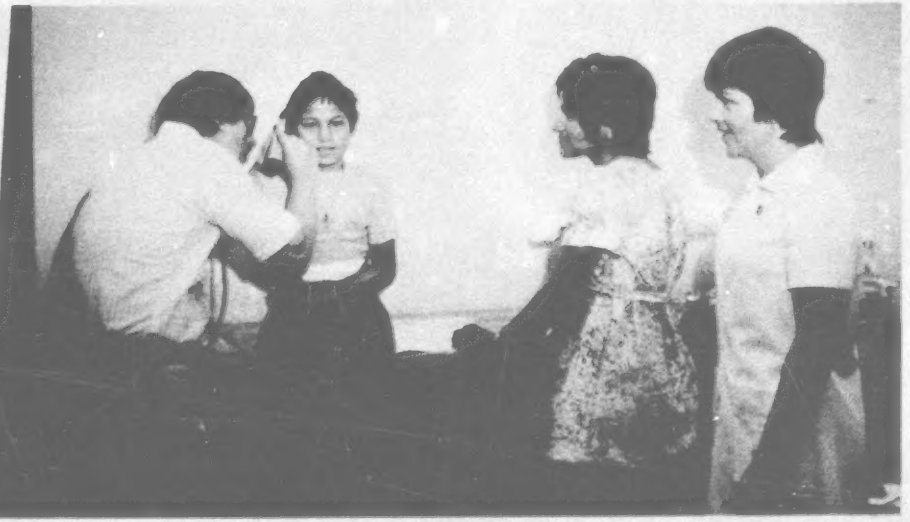
They maintain the health records of all pupils and are usually familiar with health conditions of migrant families.

The Physical Well Being Of A Person Is As Important As His Mental Well Being.

Nurses are always alert for abnormal conditions.

Hemoglobin testing device indicates need for iron.

An RN is always on duty to care for sick children.

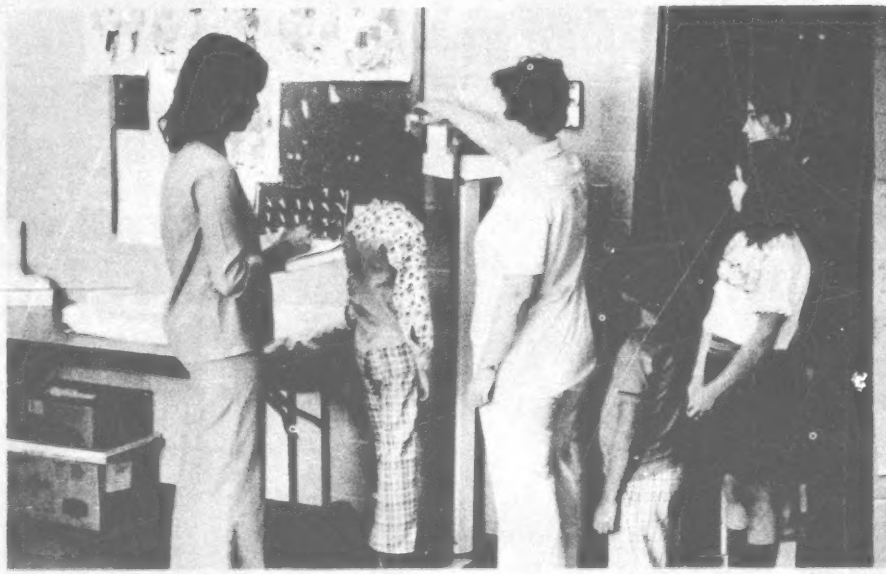


Audiometer test is administered to all pupils.

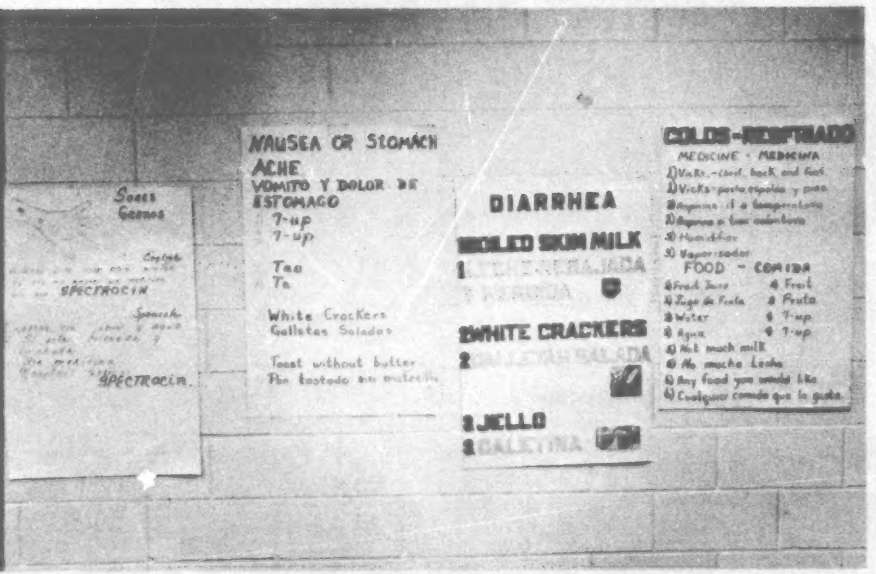
Nurses Care For The Needy And Teach Preventive Measures.

Skin rash receives early attention of nurse.

Health-educational program involves care of teeth.



Height and weight constitute health factors.



Nurses employ posters to teach health education.

Food Service Program For Migrant Children.

NORTH DAKOTA MIGRANT SCHOOLS served three Type A meals daily. These included breakfast, lunches, and suppers. Either a forenoon or an afternoon snack was also served. The evening meal was served at the 5:30 hour; buses left about a half-hour later. In this manner, no migrant child went to bed without supper. This was beneficial to working mothers since they could then continue their work in the fields.

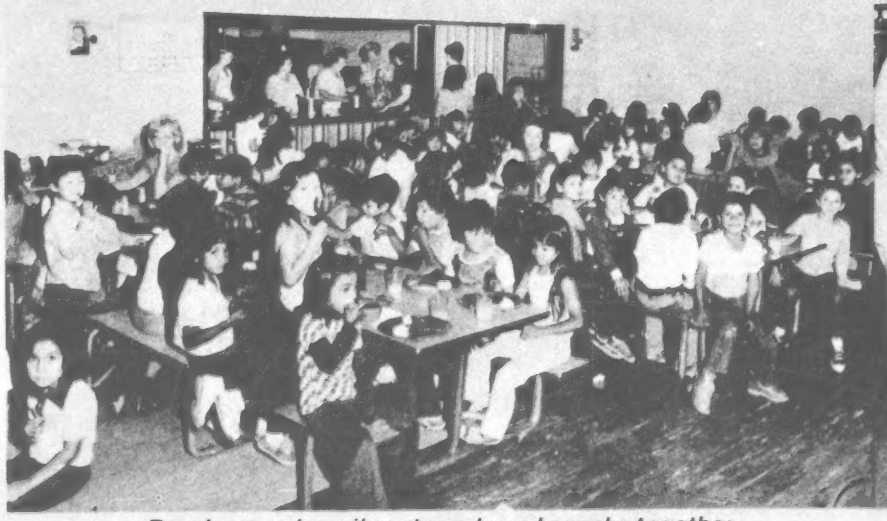
During the months of June and July, our migrant schools served 40,356 breakfasts, 40,894 lunches, and 40,890 suppers. No record was kept of the number of snacks served, but this approximated 40,700.

Centers budgeted $75.00 per anticipated child for food service. The actual sum budgeted for food was $111,902. Another $36,973 was budgeted for labor.

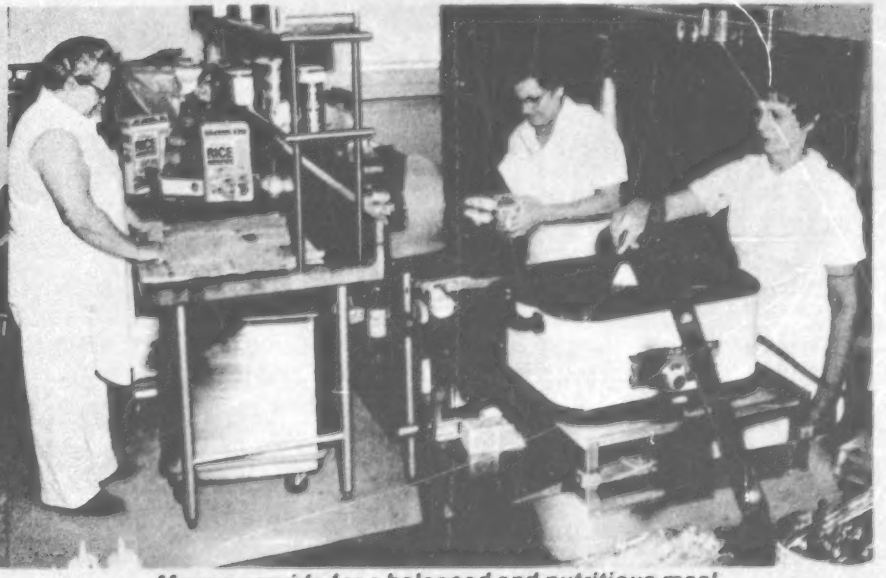
Migrant Schools Utilize Facilities Of The Public Schools

Migrant aides assist in food service program.

Snack time provides an opportunity for relaxation.



Teachers and pupils eat meals and snacks together.



Menus provide for a balanced and nutritious meal.

Ancillary Services Provide Support For Educational Program.

The Transportation Service

ACTIONS OF THE HEART

Migrant Education
A valuable tool
Certainly goes along
With the golden rule.
Dedicated men and women
Playing a big part
With Actions of the Heart.

Rocky Roads - ups and downs,
Laughter through tears
Passing miles, passing years.
A dedicated few reaching out
With a helping hand
And trying hard to understand
These children of the land.

Migrant Children Are Transported In Best Vehicles Available.

NEARLY ALL MIGRANT CHILDREN are transported from their homes to the school which they attend. School buses and station wagons are used for this purpose. Migrant schools enter into agreements with local school districts or commercial transit companies to provide this service. Experienced and licensed drivers operate all vehicles.

The transportation of about 2,000 children is a huge venture. During the summer of 1976 all vehicles traveled over 150,000 miles at a total cost of $82,501.00.

ALL CENTERS exercise every possible precaution to safeguard the children while aboard the school buses or station wagons. Bilingual aides accompany the infants and toddlers unless some other individual is available.

Children board buses at an early morning hour. They are served breakfast immediately upon arrival. Then follows a busy day of many and varied activities before they again board buses at the six o'clock hour for the journey to their homes.

Pupils Share In Programs Of Church And Community.

MIGRANT CHILDREN enjoy their religious release time. All migrant schools provide time for this purpose.

CHURCHES cooperate in this project and make their facilities and personnel available Practically all pupils who are old enough to profit from this instruction do participate.

BICENTENNIAL DAYS were very common in North Dakota during the month of June. A common feature of these was a parade with patriotic floats. Since the migrant schools were in session at that time, it was fitting that they be represented.

Ventures of this kind provided our schools with an opportunity to show the versatility and ability of their pupils. They also made possible a community-school cooperative project.

North Dakota Housing For Migrant Families

IN GENERAL, North Dakota provides quite acceptable housing for the families that come to our State to hoe sugarbeets. Housing conditions are especially good in those sections of the State in which the production of beets is a new industry. North Dakota now has three huge sugarbeet refineries, each of which has a rated slicing and high-extraction rate of 5,000 tons of beets a day.

Acreage allocations for sugarbeets have increased and this, too, has resulted in an increased demand for migrant laborers. By mid-June of 1976, a total of 534 families had registered for employment. This involved 3,050 migrants including all family members of which 1,704 were workers.

83

84

Today

Is any child happier
Because you passed his way?
Does any child remember
That you spoke to him today?
Today is almost over,
And its toiling time is through;
Is there any child to utter now
A friendly word of you?
Can you say tonight in parting
With the day that slipped so fast,
That you helped a single child
Of the many that you passed?
Is a single heart rejoicing
Over what you did or said?
Does the child whose hopes were fading
Now with courage look ahead?
Did you waste the day or lose it?
Was it well or poorly spent?
Did you leave a trail of kindness
Or a scar of discontent?
As you close your eyes in slumber,
Do you think that God will say,
"You have earned one more tomorrow
By the work you did today."

Backward And Shy

What is the reason they're so backward and shy?
Who has ignored them and please tell me why?
The children who move across our free land,
Who harvest the crops to feed beast and man.

Today, with our knowledge for developing skills,
Perhaps we can cure some of their ills.
By teaching and guidance as they move along,
Perhaps we can right some of the wrongs.

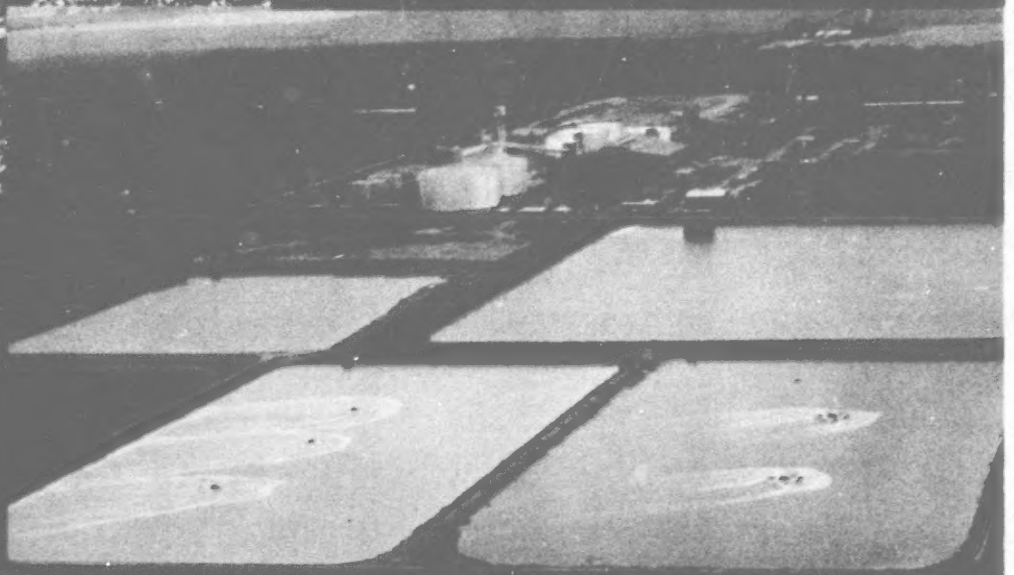
All of us know that the things we hold dear
Can only be gained by a productive career.
To help all of these children requires great dedication,
And can best be achieved through career education.

F. E. Blake

Dear God!

Dear God, we ain't what we ought to be,
We ain't what we're gonna be,
But thank you, God,
We ain't what we used to be!

Migrants Come To North Dakota To Work In The Sugarbeet Fields.



Huge Sugarbeet Refineries

Process 12,200 Cwts. Of Refined Sugar
And
250 Tons Of Molasses And 300 Tons
Of Dried Beet Pulp
Daily